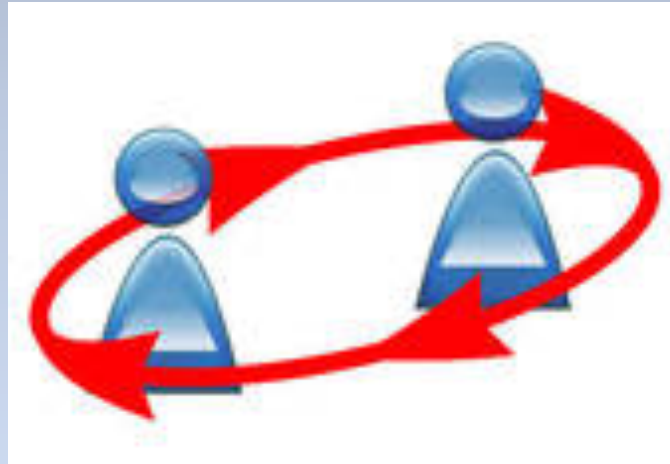
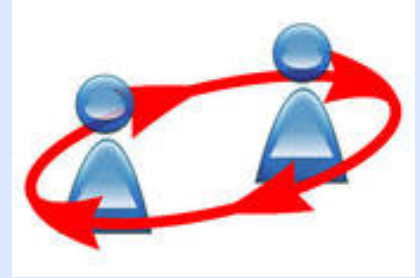


# Instructional Coaching The QCSD Model



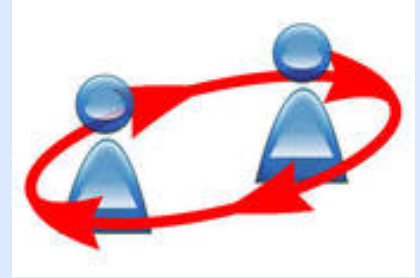
April 2, 2012



# Essential Questions



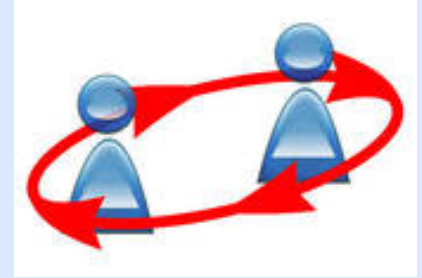
- How do we create a culture of coaching?
- How can trust be established & nurtured in professional relationships?
- How do we give feedback that is specific & descriptive (not general & evaluative)? How do we bring expertise without posing as the expert?
- How do we determine what is to be observed in elegant, realistic & significant ways?



# Essential Questions



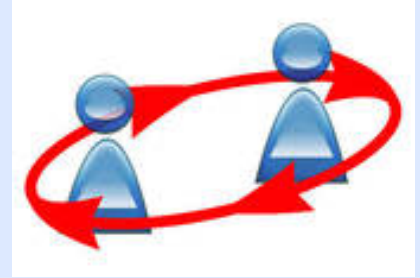
- How do we create appropriate observation protocols?
- How do we gather the data? What is data collection?
- How do we promote reflective practice?
- How do we decide & implement literacy & peer-coaching practices that are appropriate, valuable & accessible district-wide?
- How do we make this process manageable?



# Coaching Defined



Peer coaching is a non-evaluative, non-judgmental process through which colleagues provide one another with feedback, to promote self-reflection. The goal is to improve teacher effectiveness, create a collaborative culture and ultimately enhance student learning.



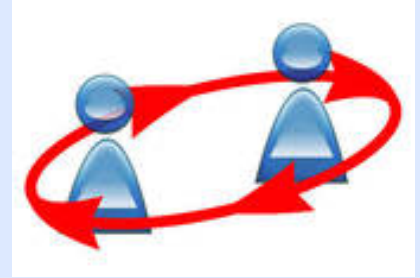
# What it is...and isn't:



- Specific not general
- Professional not social
- Collegial not competitive
- Helping not evaluative
- Confidential not public
- Dynamic not static

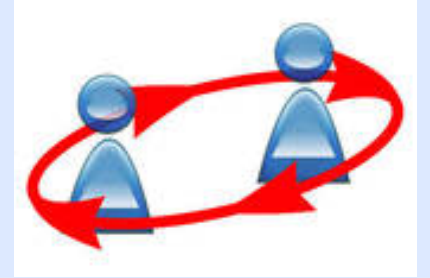


# It Involves



- Equity
- Choice
- Voice
- Dialogue
- Reflection
- Praxis
- Reciprocity





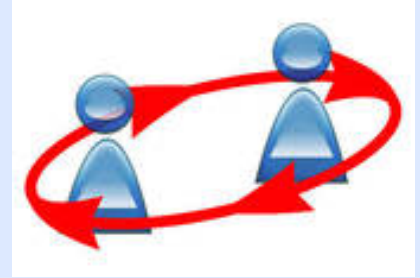
# Coaching Climate



Refers to the impressions, feelings and expectations of the school community. A positive climate requires:

- Recognition of the student as the prime focus
- Mutual respect and collaboration among adults
- An atmosphere of conscious caring

# Coaching Culture



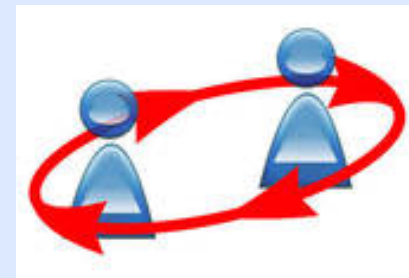
This is a broader term that encompasses school climate and the rituals, values, assumptions and beliefs that give the school its identity.

Simply, climate is about  
atmosphere and culture is  
about time-honored  
tradition.

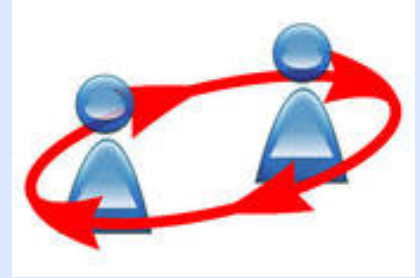




# Characteristics of a Coaching Culture



- Leaders are trusting (servant leaders)
- Entire staff is focused on students.
- Coaching flows in all directions.
- Participants are seeking precision, refinement & mastery.
- Teachers are/become passionate & energized.
- Learning occurs.
- More shared/effective decisions are made
- The district has a common coaching framework.



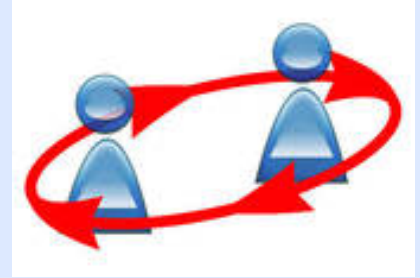
# Coaching Readiness



Characteristics of a teacher ready for peer coaching:

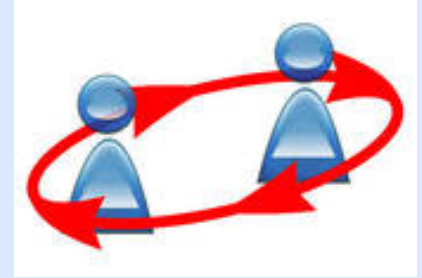
- Believes in the benefits of coaching
- Knows that it is okay to make mistakes, is a reasonable risk taker.
- Is open to learning and using a variety of learning models.
- Works with a partner with whom they share trust.
- Is committed to seeking and trying new strategies.
- Trusts the principal to not micromanage coaching process.
- Possesses the “Why not?” attitude.

# What is Trust?



The state of readiness for unguarded interaction with someone or something.





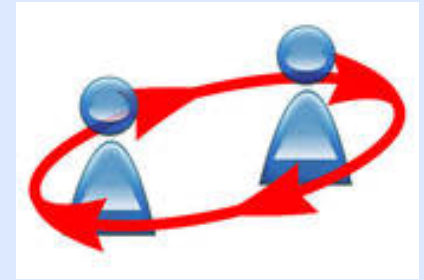
# Developing Trust



- Sense of caring & respectfulness
  - Belief in each other
  - Communications
  - Physical climate
    - Social climate

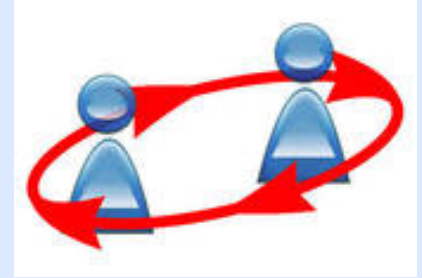


# Why Use Instructional Coaching?



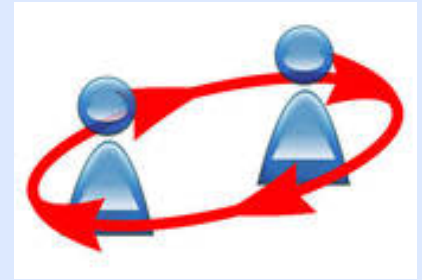
- An excellent form of job-embedded PD as encouraged by Learning Forward Standards.
- Relies on multiple strategies that research shows lead to instructional improvement.
- It keeps PD fresh because it's constantly changing.
- Teachers who feel enabled and supported to succeed are more committed and effective.

# Informal Coaching

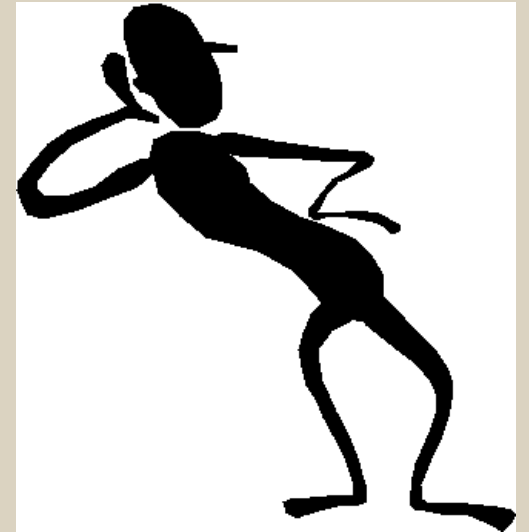


- Trust building coaching activities that do not involve classroom observations.
- Most informal activities are designed to engage colleagues in conversations about what enhances teaching .
- Can be planning, implementation or follow-up.

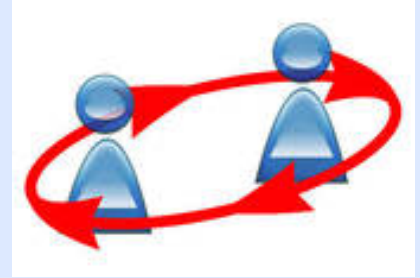
# Low Risk Coaching Activities to Build Trust



- Swap meet
  - Lowest risk – share effective curricular materials
  - Low risk – swap lesson ideas
  - Higher risk – swap classes
- Help wanted ads
- Listening posts
- Talk walking



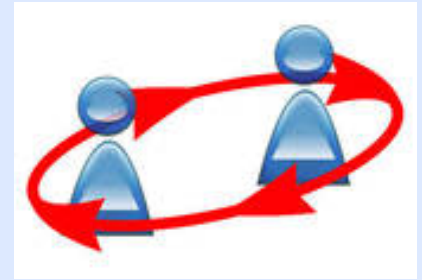
# Formal Coaching



- Pre-conference
- Observation
- Post conference

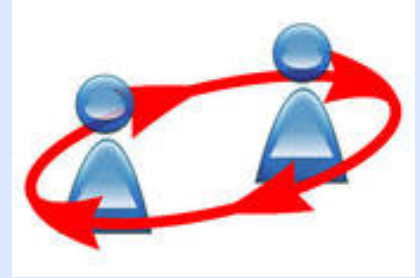


# Communication is



- Physical & emotional
- Critical for learning & growth
- Key to developing trust
- The means by which we establish, maintain & destroy relationships.

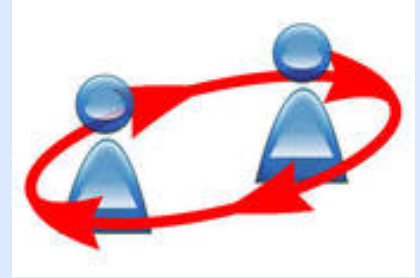




# Communication Techniques



- Self-awareness – presuppositions
- Clarifying
- Paraphrasing
- Probing for specificity
- Reframing
- Listening -reciprocity

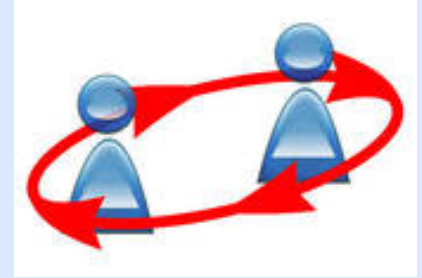


# Communication Techniques



- Feedback – We often confuse feedback with its brothers – praise, blame and advice.
- Feedback should promote goal-setting and self-assessment.
- Asking those probing questions.



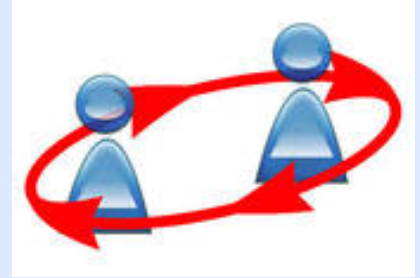


# Pre-Conference



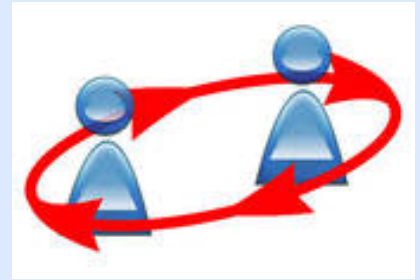
- Builds rapport between professionals.
- Establishes purpose of observation.
  - Teacher provides observer with pertinent information about the class, students & plan.
  - Teacher & observer may collaborate on the observation focus.
- Establishes how & when the observation will be conducted.
- Determines type of data to be collected.

# Framework for Analyzing Teaching



- Setting
- Situation
- Structure
- Style
- Strategies
- Skills



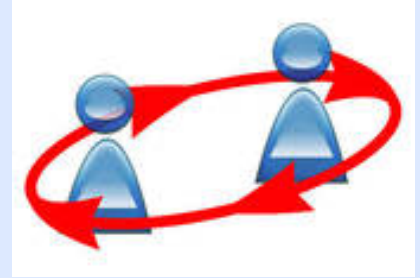


# Focus of Observation



- Teacher-student interactions
- Student on-task time
- Verbal flow
- Teacher proximity to students
- Wait time
- Questioning Skills
- Reinforcement
- Use of motivation



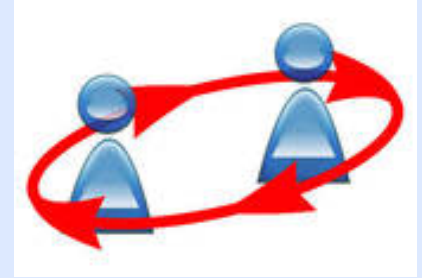


# Focus of Observation



- Instructional techniques
- Curriculum approaches
- Teacher expectations/student achievement
- Active participation techniques
- Gender expectation
- Particular child or small group focus

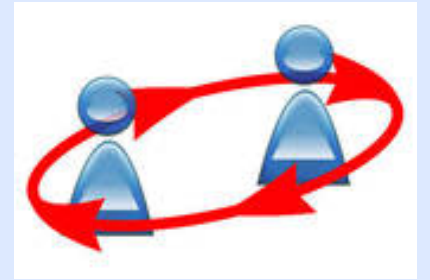
# Observation Tools



- Selective Verbatim
- Verbal Flow
- At Task
- Class Traffic
- Interaction Analysis
- Interaction Timeline
- Global Scan Anecdotal Record



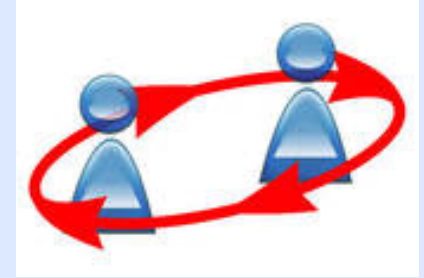




# Sample Lessons



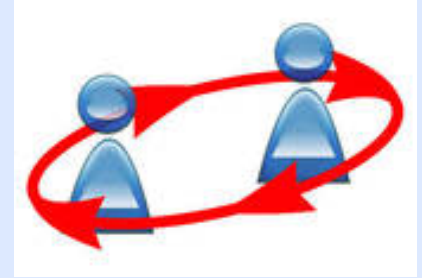
- Physics
- English
- Math
- Cold Calling
- Social Studies
- iPad



# Post Conference



- Ideally conducted later the same day or the next day.
- Start by debriefing – reviewing observation goals.
- Give the teacher the collected data – simply hold up the mirror.
- Promote reflection – ask probing questions.
- PC provides feedback about practice
- PC generates action plans for the future
- PC motivates participants moving forward.



# Next Steps



- Where do we go from here?
- What does next year look like?
- What do the next few years look like?
- How do we roll this out to maintain the integrity of the process and the value of the product?
- What does training look like for all participants?
- How do we make this system manageable for all?